**Kindergarten Math, Topic 11 Subtraction**

**Written By Brittany Hawkins and Sheryl Allen**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials:  Counters or Bears  Dry erase boards  Erasers  Dry erase markers | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| Use students to demonstrate separating sets.  Call up 5 students then say “5 students were playing on the playground 2 students went to get a drink how many students are left on the playground.”  Continue 2 or 3 more times with different story problems | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  **Problem of the Day 11-1**  **Read Aloud: “How many puppies are playing? Tell how you would separate the puppies into two groups.”** | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Use bears to act out subtraction stories.  **Focus** “How does moving a group of bears to the side help you know how many bears are left.”  Teacher is going to give a subtraction story and invite a student to share what they did. | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Each student’s gets a blank sheet of paper and draw circles to represent their subtraction story. Tell the students to cross off the bears that leave. | |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Use document camera or write the following number sentences on the board.*  *Screen shot 2011-02-22 at 6.09.56 PM.png*  *Show with bears one of the number sentences above and have the students decide which sentence is represented by the bears. Then they write their answer on a dry erase board.* | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
| Quick Check 11-1 | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| **Science Center: Gone Fishing 193H**  **LA Center: Five Bran Muffins** | |
| **HOMEWORK** | |
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